

New Haven Public Schools

Teacher Development & Professionalism

January 14, 2015

Agenda

- Teacher Evaluation & Development 2010-2014
- Teacher Development & Professionalism 2014-2017
- Expanded Teacher Roles
- Q & A

2010-2014 Teacher's Contract

National recognition of New Haven's unique collaboration between teachers and the school district around school reform began in 2009, with a reform contract that embraced collaborative school turnaround and development of evaluation systems that emphasize teacher improvement rather than sorting.

What has “Collaboration” Meant in NHPS?

Examples and Implications

Start with Common Goals

- Reform discussions began with a Joint Statement of Beliefs
- Similarly, at the start of the TEVAL process, the TNTP survey established a common frustration with existing evaluation and development, and aligned ambitions for a new system

Validate Concerns

- There are administrators who are not good judges of teacher quality, and teachers need mechanisms of both protection (3rd party validation) and feedback (climate surveys)

Avoid a Broad Brush

- The vast majority of both teachers and administrators are capable, competent people, capable of and eager for professional coaching relationships

Connect Relevant Issues

- Administrators need the time and focus to be effective coaches and evaluators – which means other issues need a lower priority
- Similarly, teachers and administrators need high-quality and timely student assessments

Put the Time In

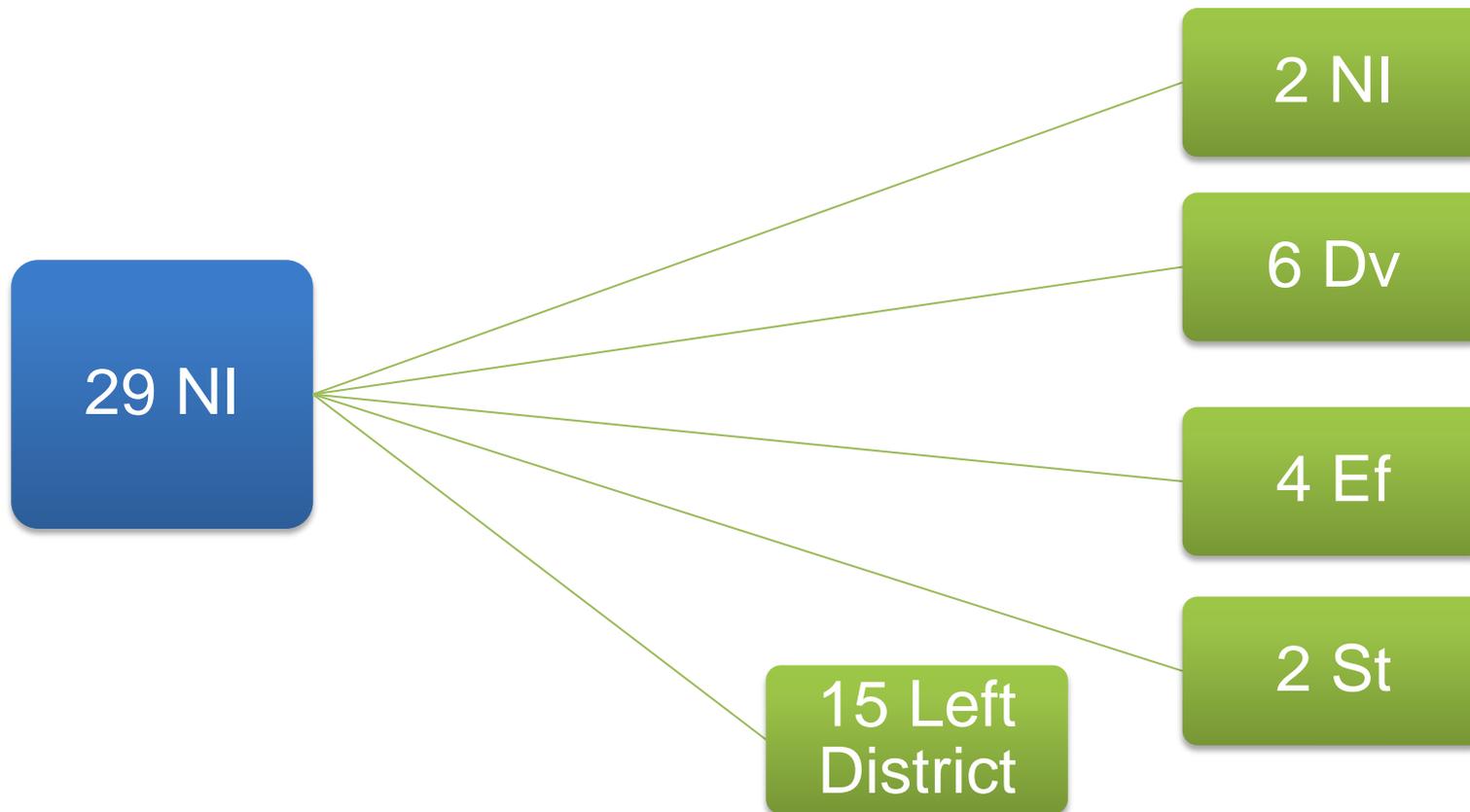
- Collaboration means time, commitment, and patience – in order to demonstrate a commitment both to teamwork and to common objectives

Evaluation and Development System Highlights

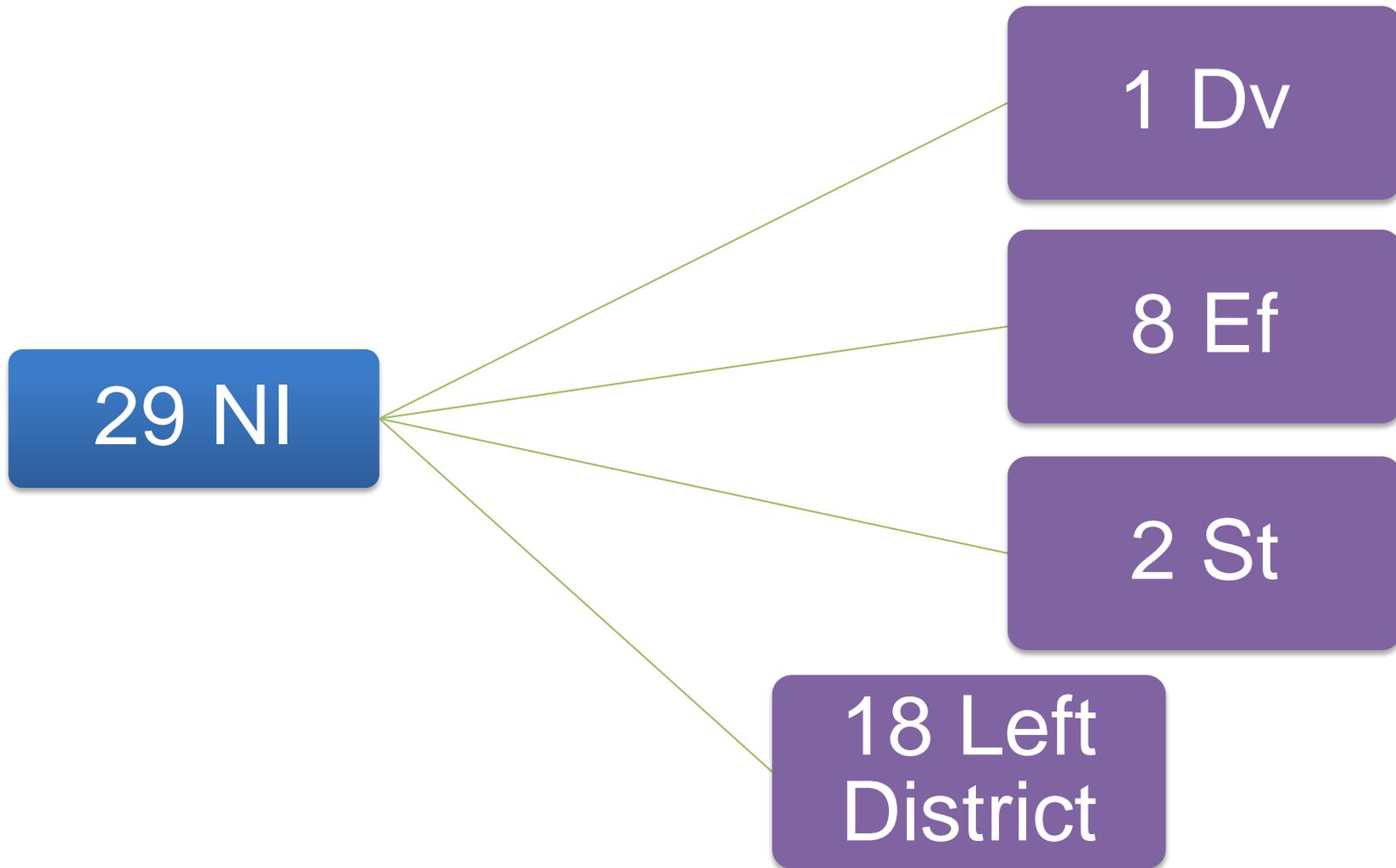
The teacher evaluation and development system was created in partnership with the New Haven Federation of Teachers (NHFT), and includes a number of significant important changes and components:

- Prioritizes instructional coaching and development of teachers through professional feedback relationships with managers, prioritizing a periodic conferencing process for all teachers, rather than simply classroom observations for teachers in certain cycles;
- Encourages administrators to provide frequent, concrete feedback to teachers about their performance against a clear, detailed performance rubric, through multiple classroom observations;
- Incorporates student growth as measured by objective assessments as a factor in evaluations; and
- Uses an innovative validation process, so that third party ex-teacher experts validate administrator judgments about both exemplary and needs improvement teacher performance

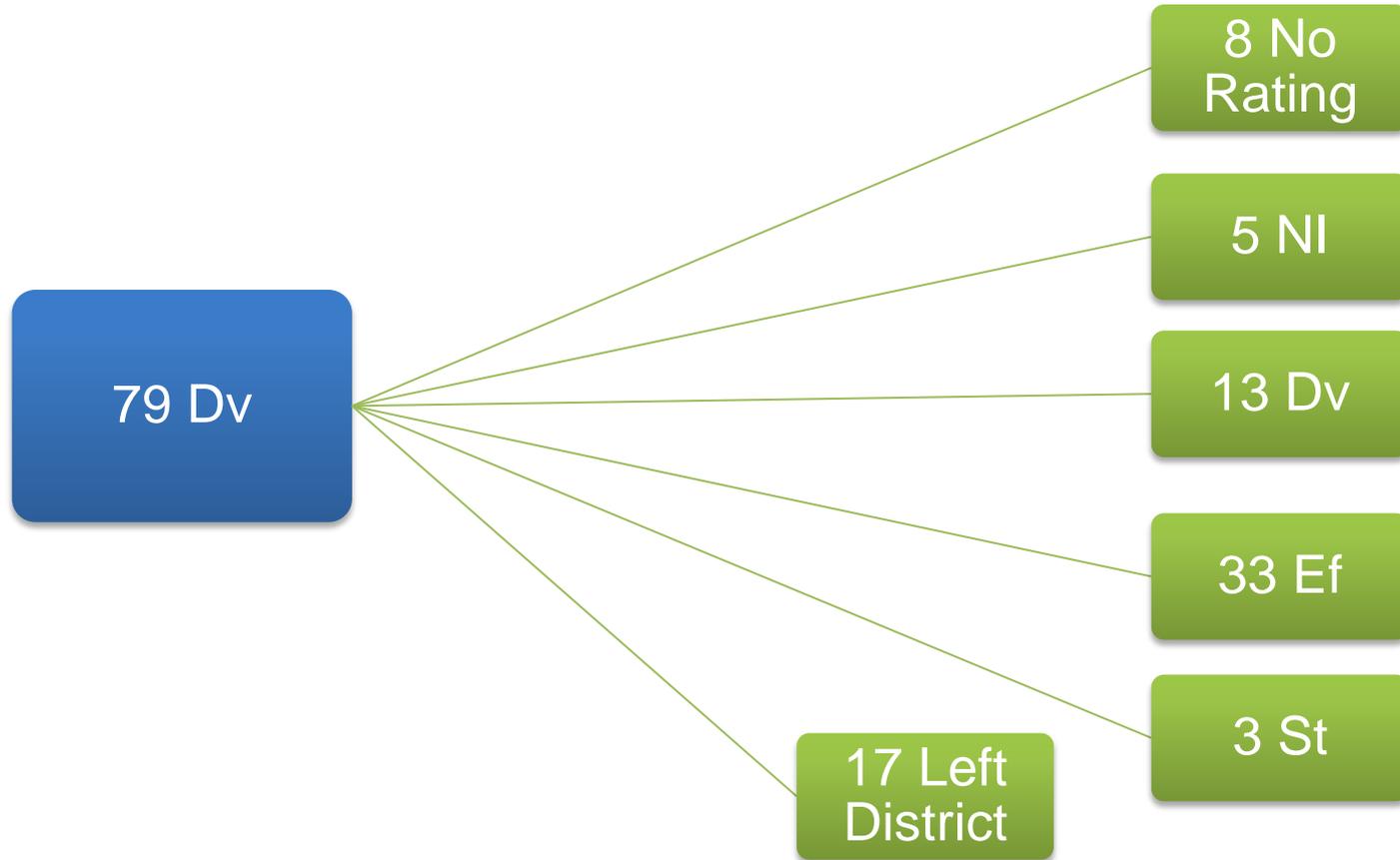
86% of Needs Improvement Teachers (2011-12) remaining in the District after one year were Developing or Better in 2012-13



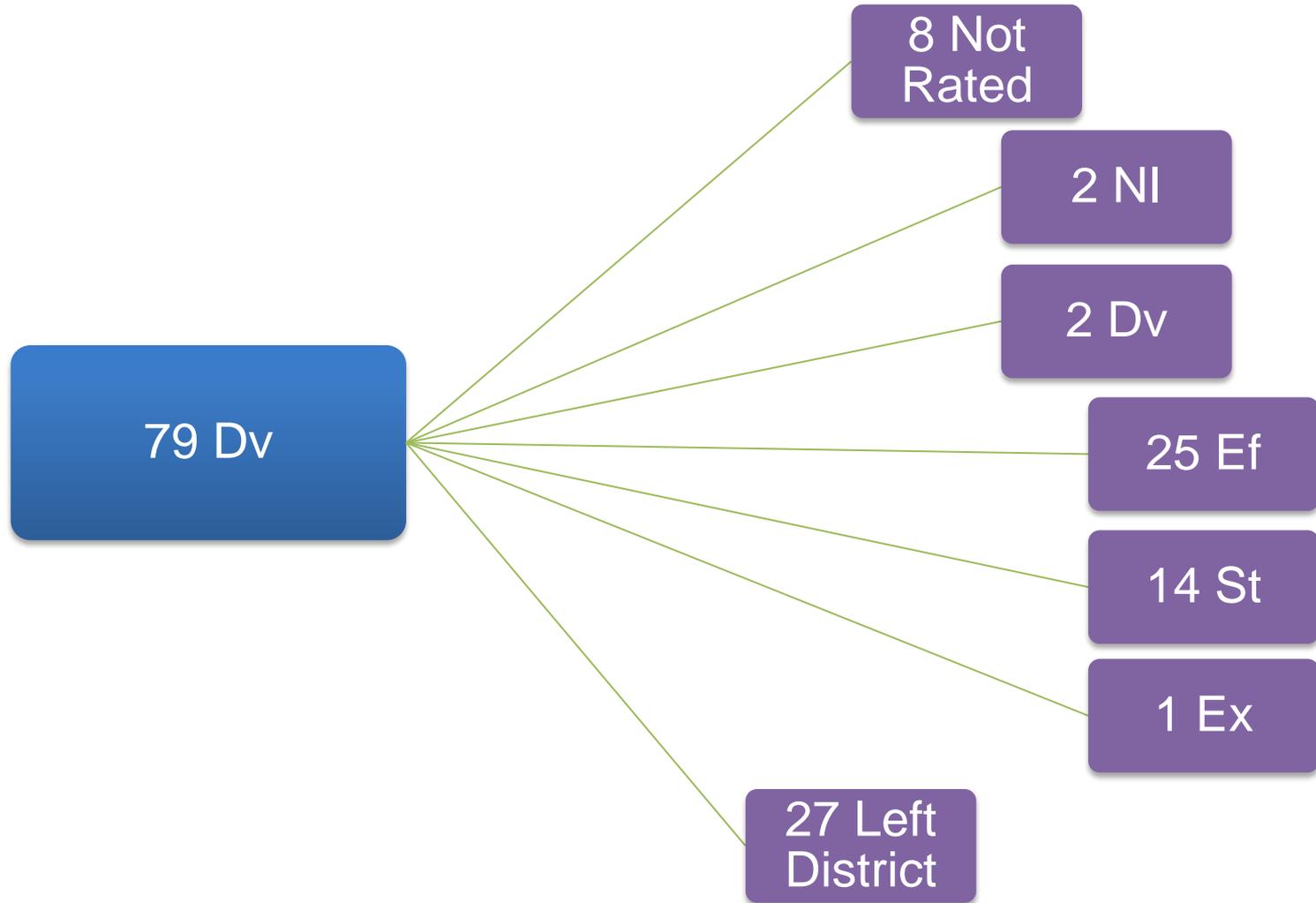
91% of Needs Improvement Teachers (2011-12) remaining in District after 2 years were Effective or Better (2013-14)



58% of Developing Teachers (2011-12) remaining in the District after one year were Effective or Better in 2012-13



77% of Developing Teachers (2011-12) remaining in district after 2 years were Effective or Better (2013-14)



2014-2017 Teachers Contract

In 2013, the New Haven Board of Education and the New Haven Federation of Teachers collaborated to design a ground-breaking contract that emphasizes teacher professionalism in service of students. The contract does the following:

Expands the teacher day and creates an additional 30 minutes a day for teachers to collaborate, share successful strategies, help students and learn from each other. Schools are given flexibility and could aggregate the time to 93 hours of time to be used throughout the year.

Creates opportunities for outstanding teachers to earn more compensation by working in hard-to-serve schools and expanding their role outside of the classroom.

Links step salary increases to performance.

Expanded Teacher Roles

- ❖ Teacher Facilitator
- ❖ Curriculum Facilitator
- ❖ Super Tutor
- ❖ Student Support Facilitators

Teacher Facilitators

- Lead a group of teachers within their building to collectively improve their practice, extend their knowledge base and reflect on their teaching – grounding their work in TEVAL, SIP, and other relevant information to support student growth.
- Meet monthly as a cohort and regularly with their groups
- Partner with the E3 team in conjunction with building administration to facilitate embedded professional learning.

Teacher Facilitators

Cora Munoz, Teacher Facilitator

Gary Rispoli, Teacher Facilitated Group member

Kiara Bonilla, Teacher Facilitated Group member

Curriculum Facilitators

- Work with Curriculum Supervisors to plan and present professional learning at the district level
- Develop professional learning opportunities for teachers on the implementation of NHPS curriculum
- Meet monthly with each other and Supervisors to share ideas about curriculum implementation and identify ways to strengthen that curriculum

Curriculum Facilitators

Elaine Parsons, English Language Arts Supervisor

Florence Rosarbo, Curriculum Facilitator

Super Tutors

- Selected based on data that they can consistently enhance students' learning growth.
- Work with a group of 6-8 students in an after-school setting, thereby extending the day for students.
- Meet regularly with each other to share ideas about how they are working with students.

Student Support Facilitators

- Selected based on their applications and references, which indicate that they can consistently connect the dots between students' academic, emotional, and behavioral needs.
- Work to facilitate discussions with a group of 6-8 teachers and administrators to identify needs surrounding student behavior and follow-up on those needs.
- Work to build policies and procedures around supporting students to allow them to function well in schools.

Q& A

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